

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Towanda A. Willrodt

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Anacoco High School

(As it should appear in the official records)

School Mailing Address 4740 Port Arthur Avenue

(If address is P.O. Box, also include street address.)

City Anacoco State LA Zip Code+4 (9 digits total) 71403-3326

County Vernon Parish

Telephone (337) 239-3039 Fax (337) 238-4228

Web site/URL http://www.vpsb.k12.la.us E-mail cteasley@vpsb.k12.la.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Mr. James Williams E-mail jwilliam@vpsb.k12.la.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Vernon Tel. (337) 239-3401

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. David Detz

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 4 High schools
 - 5 K-12 schools
- 18 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	35	39	74
8	27	43	70
9	37	33	70
10	31	30	61
11	16	22	38
12 or higher	26	24	50
Total Students	172	191	363

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 25%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	54
(3) Total of all transferred students [sum of rows (1) and (2)]	85
(4) Total number of students in the school as of October 1, 2014	345
(5) Total transferred students in row (3) divided by total students in row (4)	0.246
(6) Amount in row (5) multiplied by 100	25

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 37 %
Total number students who qualify: 128

8. Students receiving special education services: 7 %
26 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 1 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 1 Hearing Impairment
- 1 Mental Retardation
- 1 Multiple Disabilities
- 0 Orthopedic Impairment
- 6 Other Health Impaired
- 16 Specific Learning Disability
- 0 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	94%	95%	94%	95%	95%
High school graduation rate	92%	81%	79%	86%	80%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	65
Enrolled in a 4-year college or university	59%
Enrolled in a community college	5%
Enrolled in career/technical training program	4%
Found employment	27%
Joined the military or other public service	5%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Anacoco High School faculty and staff will provide every child with a rigorous and relevant education instilling necessary skills to become character-oriented, well-rounded, productive citizens.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Anacoco High School is located in the village of Anacoco, Louisiana, in Vernon Parish. Located in central Louisiana, Vernon Parish borders Texas to the west, Beauregard Parish to the south, Natchitoches and Sabine Parishes to the north and Rapides Parish to the east. The Village of Anacoco's total area is 3.1 square miles and is located eight miles north of Leesville, Louisiana, the parish seat. Anacoco is located on U.S. Highway 171, approximately 100 miles south of Shreveport and 17 miles east of Texas. The village has a population of 824.

AHS is a small rural school which averages 380 students in grades 7 through 12. Vernon Parish has an open enrollment policy for students who have transportation to attend the schools of their choice. Because of this policy, some Anacoco students live in areas that are not within the Anacoco School District. A portion of the student body comes from the Fort Polk military installation. Approximately 37% of the students receive lunches that are free or at reduced prices, and about a third of the students live in low socio-economic households. Anacoco Elementary School (pre-K through grade 6) is the main feeder school for AHS.

Anacoco High School provides students with social and cultural experiences that are needed to become productive citizens. Rigorous curriculum, highly qualified teaching, career based instruction, ongoing intervention programs, numerous extracurricular organizations, and parental involvement enable our school to address the needs of the whole child. Approximately 1/3 of AHS teachers have a master's degree, and 96% of them are highly qualified. AHS teachers head an advisory program which provides guidance and promotes student-monitoring of academic performance (Individual Learning Plans and Individual Growth Plans) to tailor the success of the students' chosen college/career pathways.

The community, faculty, staff, administration, and students of AHS are dedicated to the school's mission of student success. Since the inception of the State Department of Education issuing letter grades to all schools for academic performance, AHS has always been labeled an "A" school. In 2011, the School Performance Score was 133.5, and in 2012, it was 144.6; both scores qualified AHS as an "A" academic school. The following year, the state shifted to a 150 point scale, and AHS yielded a 108.2 SPS. Since 2013, AHS has continued to grow with a score of 110.4 in 2014, to our current 2015 SPS of 121.4. The school's graduation rate index has also made tremendous growth in the past few years from 108.6 in 2012 to 133.8 in 2015. The average ACT score in 2015 was 22.7, which was higher than the 19.7 national ACT average.

In 2015, 36% of AHS juniors and seniors earned dual enrollment credits, and 64% of the seniors enrolled in college after graduation. Sixty of the 65 seniors (92%) practiced and earned Industry Based Certifications in Microsoft Word and PowerPoint. Eighty-six percent of the seniors also earned a Silver or higher in the WorkKeys program. This 2015 graduating class of 65 students was awarded over \$1 million dollars in scholarships, with 53% of the class receiving \$700,000 in TOPS (Taylor Opportunity Program for Students) scholarships alone. Thus, it is not surprising that AHS's school motto, Achieving High Standards, has become a legacy strongly supported by the community.

AHS is the focal point of the Anacoco community and provides numerous collaborative opportunities to assist and link all stakeholders in real-life experiences and civic initiatives that create a wealth of pride and ownership within the community. All athletic and extracurricular activities are completely supported by citizens of the community. Our Partners in Education provide additional monetary support to provide greater academic opportunities for students. The community stakeholders give sacrificially of their time, talent, and finances to share in the mutual success of the students of AHS. Parents, grandparents, guardians, and other members of the community provide active participation in school clubs, sports, and academic enrichment. The community and school join hand in hand for annual "Food Bank" drives, "Backpacks for Success" contributions and distributions, "Gifts for Others" Christmas campaign. Also, the International Culture Day provides funds for community needs such as additional handicap accessible playground equipment for AES. The school hosts a dynamic Career Fair each year, which is manned by more than 50% of current and former AHS students and Anacoco community volunteers. These successful volunteers return to share their success stories with the current student body to encourage them to continue the legacy of the academic excellence of AHS.

With a record history of excellent student performance, AHS is determined to empower each and every child with the academic skills needed to meet the challenges of the 21st century. Students are better equipped for achievement in college and productive careers through the integration of technology, rigorous curriculum, quality instruction, and collaborative support of the community. AHS epitomizes the district's motto: "Every child, every day, whatever it takes!"

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Anacoco High School's core curriculum is directly aligned with and based on the Common Core (CC) and Louisiana State Standards (LSS) to ensure college and career readiness. Also, in order to prepare for career level entry, students are encouraged and supported to obtain Industry Based Certifications (IBCs) including T-2 Safety Certification, Culinary Science Certification, Microsoft Certification, and WorkKeys Certification. Technology and industrial arts courses are additionally provided to prepare students to enter the work force. In addition, numerous dual enrollment courses are offered as well as opportunities to take CLEP tests in order to prepare students for college. ACT prep classes and ACT mini-units are offered to prepare students for this college entry test. Importantly, the school provides a specialized graduation coach as well as a college and career specialist who consults with each senior individually at the end of each grading period.

Reading/English Language Arts: AHS provides a rigorous Reading/English Language Arts curriculum. This challenging curriculum prepares students for high-stakes tests and post-secondary college and career opportunities. Incorporated into English classes are extensive analysis of literature and informational texts, formal and informal writing, research, and technology integration. Analysis of the previous year's test, STAR, TABE, and MobyMax are used to determine instructional levels and to individualize student instruction. Some instructional methods used are: whole/small group, Socratic seminars, split-page note taking, TPCASTT, PEEL, graphic organizers, and accountable talk. Teachers use these strategies to assist in scaffolding classroom learning. Each student, regardless of performance level, is required to read independently using the Accelerated Reader program. This program supports our students' reading proficiency. Incorporated into daily lessons, teachers use mini-lessons to review skills and extend knowledge. Just as Business Communication is offered to non-college bound students, English 1010 and 1020 (NSU Step Up) are accessible to students planning to attend college. During PLC meetings, teachers constantly share methods to help struggling students as well as discuss strategies to increase performance of students working above grade level.

Mathematics: The math curriculum is steeped in rigor which has become a daily emphasis that teachers and students have embraced. To help facilitate an understanding and application of Common Core Standards, teachers use Promethean boards, document cameras, calculators, Accelerated Math, daily learning activities, and other manipulatives. Students are placed in math courses designed to develop personal, financial, and life skills as needed for career readiness such as Financial Math and Math Essentials. Fuel Ed alternative is available for scheduling issues and credit recovery. Junior high math classes are taught in two hour blocks for maximum learning. High school students, grades 10-12, have the opportunity to take Compressed Video Conferencing (CVC) Math Dual enrollment, geometry, and advanced math. Ninth grade students are enrolled in Algebra I/Part I and II or Algebra I/math elective which are also two hour blocks. All juniors may also take ACT prep classes to enhance math scores.

Science: The science curriculum of AHS emphasizes the range of basic concepts to higher order thinking concepts and provides rigor and relevance in each concept. Using Promethean boards, document cameras, calculators, daily bell ringers, Kagan activities, and hands on activities and experiments, teachers facilitate conceptual understanding and application aligned with CC standards. EAGLE, LEAP practice tests, released test items, and EOC workbooks provide supplemental review material and reinforcement of CC and LSS. Students are scheduled in science courses designed to develop skills needed for college and career readiness. High school students have the opportunity to take advanced science classes and participate in Advanced Placement testing. High school students who have struggled in biology are placed in an intermediate class that allows them to learn the same concepts on a slower pace and with additional support from teaching staff. The school places an emphasis on EAGLE testing and all science teachers utilize this teaching resource to help challenge the students, as well as provide baseline data for student growth and achievements. This process benefits all students. EAGLE is also used to determine the content that needs to be retaught so all students are able to grasp important concepts. Teachers analyze data using Classroom-At-A-Glance, benchmarks tests, and standardized tests to determine student need and to design individualized

learning plans using a variety of resources. Teachers offer direct instruction, whole and small group, peer to peer, modeling, inquiry and challenge based learning, hands on experiments, and online experiences.

Social Studies/History: The social studies/history curriculum for AHS consists of American and Louisiana History at the junior high level. World Geography, Civics, American History, and World History make up the high school curriculum which is based upon CC and LSS. Students receive enhanced instruction in these areas through field trips and class projects that immerse students in the various cultures they are studying. Further enhancement of the social studies curriculum comes through dual enrollment courses that are offered to high school juniors and seniors. These dual enrollment courses are offered through Northwestern State University in Natchitoches, Louisiana. Through these dual enrollment courses, students have the opportunity to study American History, Early American History, and Early Western Civilization for college credit.

2. Other Curriculum Areas:

Believing youth who are engaged in and exposed to the arts have better academic results, better workforce opportunities and more civic involvement, Anacoco High School offers a variety of areas for students to study and explore the arts. Thirty-two percent of the students in grades 10 through 12 are enrolled in Fine Arts I and II. These students study and discuss various aspects of art and the forms through which art is expressed. Topics include art concepts, architecture, painting, dance, music, opera, musicals, theater, film and photography. Students analyze the arts from a variety of cultures, historical periods and perspectives and complete a variety of hands on projects in order to develop familiarity with the central elements and concepts in visual and auditory culture. Additionally, students learn to recognize the impact of art on their daily lives as well as attend performances and activities outside the classroom.

Our music program also contributes to the arts curriculum. AHS offers Beginning, Intermediate, Advance I and Advance II Chorus classes. All junior high students attend music classes one day a week in contrast to the 8% of high school students who attend daily in order to earn one Carnegie unit. While studying this curriculum, students learn music appreciation, theory, history, and performance. The subject matter in these courses includes ensemble singing, vocal performances, improvisation, composition, music notation, theory, analyzing and evaluating music as well as connecting music across the curricula.

Familiarity with a foreign language in the 21st century affords students more job opportunities. Spanish I is offered to freshmen (71% enrolled), and Spanish II is offered to sophomores through seniors (32% enrolled). In Spanish I, students learn basic functions of the language and become familiar with elements of the Spanish cultures. Students also learn to pronounce and use the basic sound and intonation patterns of the language. Practice is encouraged by traditional classroom work and supplemented by online educational resources such as Brain Pop and Rosetta Stone. These same resources are used in Spanish II which allows student to strengthen their communication skills. Learners are encouraged to speak in Spanish as much as possible. Students also communicate and interact with other Spanish students through video conferencing instruction provided by the Spanish teacher. Additionally, students explore the culture, history, art, and literature of both Spain and various Spanish speaking countries.

In light of the alarming obesity rate among today's teens, AHS provides a challenging physical education program for all of its students. Junior high students attend PE four days a week; senior high students attend five days a week and are required to take two years of PE and Health (1.5 Carnegie units for PE and .5 for Health). Physical Education courses are co-ed and develop skills related to various team and individual sports. Students develop overall flexibility, body coordination, and endurance. Course units include physical fitness testing, basketball, volleyball, softball/baseball, badminton, dance, gymnastics, recreational games, and track and field. All activities incorporate muscular endurance, agility, flexibility, cardiovascular, and body awareness. Teamwork, cooperation, and following directions/ rules are highly stressed in our PE classes which are important traits employers desire when hiring employees.

Business Computer Applications is offered to high school students (22% enrolled) to develop computer and text production skills necessary for academic, personal, and job success. These courses are project-based and are designed to progress from basic to more advanced skills. More experienced and motivated students

may progress to Digital Multimedia, Desk Top Publishing, Publications I and II, Journalism I, and advanced BCA courses (19% enrolled). These students gain journalism experience through the publication of our school newspaper, the Smoke Signal, and the annual yearbook. Technology is also integrated in the technical career courses offered at AHS. The Nation Center for Construction Education and Research (NCCER), Carpentry I and II, Construction Tech, Basic and Advanced Drafting, and Architectural Drafting provide needed skills and certifications for students in industrial arts careers. Oil & Gas and T-2 Safety curriculum were recently added to better equip AHS seniors (2 enrolled) for careers in the petroleum industry.

Speech I is offered as an elective for high school students, and provides students with practice in oral reading and writing, and delivering a variety of speeches. Students completing this course gain an appreciation for the role oral communication plays in academic and job success.

A variety of nontraditional courses are offered to students seeking a basic or career diploma. Students enrolled in these courses may require extraordinary assistance to acquire credit in order to remain with their cohort group. Transfer students may finish a course offered at a previous school but not offered to our general student population through these courses. Examples of the nontraditional courses offered are Technical Writing, Dynamics of Effective Study, and Fuel Ed online education program. These courses are developed around mandated grade level expectations to maintain rigor but are designed to accommodate students that may otherwise not achieve success in high school. The ultimate goal in the AHS curriculum is to educate and develop students who can be successful and productive in life after high school.

3. Instructional Methods and Interventions:

The Anacoco High School curriculum is designed to meet the different instructional needs of all students. Examples of this are two hour block classes in English and math for junior high students and Algebra I Part I and Part II for high school students. This increases the amount of instructional time in both areas. Teachers utilize instructional practices with differentiated instruction. The 7% special population receives inclusion instruction and specified accommodations that ensure academic success. AHS teachers integrate whole group and small group instructional designs as well as dynamic verbal, visual, and hands-on strategies to effectively address the learning styles of all students. Three full time special education teachers and three paraprofessionals assist in providing differentiated instruction. Instruction is aligned with the use of informal and formal data to promote the highest levels of student achievement. The rigorous instruction engages students in critical thinking through probing and high level cognitive questioning. Students are challenged through collaborative assignments, individual and peer evaluations, active intellectual engagement, research and inquiry opportunities, oral presentations, academic debates, peer instruction roles, and the integration of technology throughout the instructional design.

Advanced placement, dual enrollment (through Northwestern State University and Central Louisiana Technical Community College), and industry based certification courses are available to students performing at a higher level of achievement. Test data, classroom performance, and teacher recommendations determine placement in these courses. Higher achieving students who take advantage of these programs can earn an average of 18 to 24 college credits by graduation.

Teachers utilize Promethean ActivBoards daily for optimal visual instruction and technology interaction. Document cameras, ActivVotes, Accelerated Math, Accelerated Reader, STAR, EAGLE (core content unit online testing), and MobyMax (skills enrichment) are just some of the technologies teachers use regularly in their instruction. There are multiple computer labs, wireless internet connections, interactive education software/sites, ACT Prep, Microsoft Suite, GMetrix, and Smartphone apps available to enhance student learning opportunities. Through technology enhanced instruction students receive a more dynamic visual application of enriched, rigorous, and relevant curriculum. Teachers maintain informative websites filled with homework support, daily assignments, interactive practices, pre-testing skills, slideshows of notes, video links for study, and downloads of course content.

Intervention is provided through a tiered instructional process. Teachers provide intervention of differentiated instruction and strategies for students who appear as possible unidentified at-risk students

early in the school term. If these teacher initiated interventions are unsuccessful, students are referred to the School Building Level Committee (SBLC) or Tier II for further evaluation and intervention recommendations. This committee involves student, parent, counselor, teacher, and administrator to discuss the needs of the whole child. A contingency plan is developed to address the further interventions necessary to ensure academic success or improvement. This Tier II step includes a range of interventions from modeling organizational and time management skills, enrollment in Dynamics of Effective Study, to providing in-school or after-school tutoring for skill enhancement, attendance and/or grade recovery, credit recovery, and/or additional advisory counseling for accountability. If still unsuccessful, the student is referred for further formal evaluations (Tier III) which may include special education screening and/or behavioral counseling or evaluation. Tiered evaluation steps are used to identify and monitor the academic performance of all at-risk students.

Students meet formally multiple times a year with their advisers to establish academic goals and monitor their ongoing academic performance. The meetings are called Individual Learning Plans (ILPs) and serve not only to promote student accountability for their own performance and success but also as an additional intervention program which increases overall student success.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

The administration and staff of Anacoco High School recognize the deep impact of making sound, data-driven decisions. Therefore, test data is collected and analyzed continually to make adjustments to teaching strategies and instruction. The data analyzed include results from previous assessments (iLEAP, LEAP, PLAN, EXPLORE, EOC, ACT, and AP exams). These are reviewed to determine, revise, and align school-wide goals with classroom objectives annually. Teachers collect individual and class data to establish student learning targets by completing an analysis tool called Classroom-At-A-Glance. This data analysis tool insures students are identified at both the school and the classroom level.

AHS identifies and prioritizes student performance at all achievement levels. A noted emphasis is made on advancing proficient students toward the Mastery and Advanced levels. Students scoring below an 18 on the PLAN or ACT are enrolled in the ACT Prep classes using the Mastery Prep program. Peer tutoring is also offered by National Honor Society students. Students identified below basic are placed on a monitoring list for re-positioning into tutorial RTI/study skills classes. At the end of each six week grading period, students failing core subjects are provided the opportunity to attend grade recovery.

To provide insight on student performance and to adjust instruction according to student needs, the administration and staff focus on reviewing disaggregated data during weekly PLC meetings. During these meetings, teachers collaborate on implementing student interventions, instructional strategies, and student engagement. Teachers also create additional benchmark assessments using EAGLE (website designed for teachers to develop their own state modeled questions in all four core areas) as well as utilizing district benchmark assessments. Most importantly, these assessments are directly aligned with the CCSS.

AHS provides timely feedback of student progress to parents and students using Edgear, an online grade reporting system. This system contacts parents via phone reporting individual grade progress, attendance, and discipline. Students are distributed their individual progress reports at the end of each three, and report cards are given at the end of each six week grading period. Teachers contact parents/guardians of those students in danger of failing. Local newspapers and radio stations regularly assist to communicate information to stakeholders regarding school performance and activities. AHS receives a yearly school report card by the state of Louisiana, which provides an in-depth look at demographics, academic achievement via state standardized test scores, and a comparison between the students at the school to state and national performance scores. The school report card is distributed to all students and parents. It is also available for view on the school and state websites. To help parents better understand individual and school data results, a parent night is provided to guide stakeholders in how to analyze performance scores.

The counselor, teachers, and administrators are available upon request to meet for IEP, SBLC, 504, and any other student or parent concerns. In addition, the administration and counselor work with students and parents to develop a clear understanding of individual student performance and scores. Students meet with

their homeroom teachers every twelve weeks to participate in an academic assessment, Individual Learning Plans, and annually for Individual Growth Plans. During this time, teachers address individual student questions regarding grades, quality points, graduation requirements, and post secondary plans. AHS believes it is vital that students' academic achievement is communicated to parents, students, and the community.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

AHS provides a warm and inviting climate for students to participate in a wide variety of activities and events. Although academics is always first in importance in our school, it is entwined with numerous athletic programs that encourage students to apply themselves in competition and interaction with their peers and students of other schools. Many of the extracurricular activities also require academic standards that must be maintained in order to participate, and our students adhere to and meet those standards to be fully engaged with these social and emotional developmental experiences. From cross country to basketball to baseball/softball to track to golf, students engage in almost daily preparation during their seasons for competitions with other young people. These activities allow our students additional opportunities to interact and develop cooperative skills. These organizations also include non-traditional opportunities such as Anglers' Club, Open Chess Club, Special Olympics, and Special Prom to ensure all students have the chance to participate. Our library is also opened daily before and during lunch, welcoming students to read, socialize, eat their lunches, play chess, or even collaborate on puzzle activities.

Our school has numerous events throughout the school year that encourage student participation. We host AR pizza parties, Louisiana Young Teen Reader's Choice, voting parties, dances, prom, homecoming activities, pep rallies, sports camps, team hosted sports and cheerleader camps for younger children, book fairs, AR nights, parent nights, senior nights, sports and quiz bowl tournaments, and academic and athletic receptions. Students also have opportunities to attend 4-H camps, high school rodeo (state and national competitions), and angler competitions, organizational district/state/national competitions, literary rallies, and field trips. Over the past few years a number of our students have taken five field trips to Washington, D.C., and even global educational trips to Italy, France, and England.

All of these events and organizations are promoted and sponsored by our faculty with eagerness and enthusiasm. Our teachers give freely of their time, providing tutoring, mentoring, and chaperoning to help our students develop into well-rounded young men and women. The faculty creates a positive climate for the students by expressing their encouragement of participation to all students. For example, each year our faculty accepts the challenge of the junior and senior classes in a school-wide volleyball competition. The students cheer and laugh as the whole school is warmed by the family atmosphere that is generated in this school reward day. Our students are recognized for their performance, and this performance pep rally culminates with a friendly faculty vs. students. Again, the ability of our faculty to work well with our students and motivate them by example as well as by instruction is just another way our school motivates our students to give their all at AHS.

2. Engaging Families and Community:

Anacoco High School has several strategies to involve and communicate with the families of our community. The AHS improvement team is comprised of administration, staff of AHS, parents, and community stakeholders. This team ensures the involvement of the community and promotes greater communication to the community of the success of the school.

At the beginning of each school year, our school hosts an "Open House/Orientation" to meet and greet each student and his/her parents. Throughout the year, there are numerous "Parent Nights" for awareness, promotion, and guidance in several areas of student achievement and community involvement. These parent night meetings provide guidance to parents in interpreting test scores, emphasizing graduation requirements, and information on academic changes throughout the school year. The meetings serve to clarify the different types of diplomas and career paths, explain and promote ACT testing and dual enrollment courses, and facilitate the financial aid process (FASFA). Parents are also informed of scholarship opportunities. The AHS librarian hosts several parent nights to promote and enhance the Accelerated Reading program.

Anacoco High School uses technology in several ways to communicate with parents and community. AHS

has a school website maintained by faculty members as part of the Vernon Parish School Board website. The website provides vital information to the community, parents, and students. The school calendar is kept up-to-date and provides information about all upcoming events at AHS. Other important information regarding the school can be found on the website such as academic classes offered at AHS, clubs that students are encouraged to join, and contact information for faculty and staff. Parents can access all student information through a link to the Parent Command Center from the school website as well. The JPAMS (Edgear) system used by AHS makes automated phone calls to parents when students are absent and when students receive a failing grade on an assignment. Our teachers at AHS use email on a regular basis to stay in contact with parents regarding student progress.

AHS has several clubs and organizations that involve the community. These organizations include 4-H, Leo Club, Future Business Leaders of America, Student Government Association. These clubs provide opportunities for students to get involved in community activities as well as provide scholarships for students and recognize students for outstanding achievement. The Leo Club is very active in our community. Students in Leo are required to complete community service hours throughout the school year including working the Leesville Lions Club Rodeo, and purchasing and placing flags in the community. The Leo Club hosts the International Culture Day in which the community is invited to participate and all monies raised at this event are donated to a need in the community. FBLA involves students and recognizes achievements at local, state, and national levels. Parents are encouraged to participate with their children during the holidays in collecting canned foods for the food drive and contributing to the Christmas Cheer Drive for the Anacoco community children in need. These organizations and clubs provide a vital link between AHS and the community.

AHS also hosts annual events such as New Student Orientation, Senior Awards Day, award ceremonies, local can food drives, money and school supplies drives for needy students, and homecoming activities. These events assist in involving parents and community in school activities and in recognizing students for their achievements.

3. Professional Development:

Anacoco High School focuses professional development directly to support individual student achievement and overall school performance. Not only is professional development provided at the local school, but it also is presented on district and state levels. Weekly faculty and staff Professional Learning Community (PLC) meetings are data driven and provide a time for collaboration (horizontally and vertically in content areas). At the onset of the school year, the faculty analyzes test score data, utilizing Classroom-At-A-Glance, to make decisions on curriculum to address the needs of all students. Our teachers work in small groups (content teams) targeting specific core content areas, per grade and subject level, to vertically align instruction. Junior and senior high teachers continually collaborate, coordinate, and assess instruction of state standards at each level. Vertical PLCs allow teachers to examine and incorporate standards in the curriculum which create an advantageous flow of information from middle to high school.

These opportunities for administration and teacher collaboration/training focus on various district and school selected topics which include: Student Learning Targets, School Improvement Plan, COMPASS (Clear Overall Measure of Performance to Analyze and Support Success), Lesson Design, Student Data Analysis, Intervention Groups, Common Core, and Louisiana State Standards. Regular professional development training for principals provides our administration with extension of instructional enhancement and data targeting for school performance improvement. The administration then redelivers this content during school leadership team meetings and PLCs.

Additionally, two teacher leaders from our school attend professional development workshops at the district and state level. Training sessions offered in reading and math are designed to improve student achievement of the CC and LSS. During PLCs, our teacher leaders share new strategies and ideas gleaned from attending the aforementioned workshops. Other professional development opportunities for teachers are funded through grants. During the summer and throughout the school year, consultants are invited to our district for the purpose of helping teachers enhance instruction in the classroom. Furthermore, the grants fund the expense incurred for instructors to be trained to teach Advanced Placement classes at AHS.

Through attending conferences and monthly meetings at the school board office, our counselor continues her professional training to keep informed about academic changes that affect all students. Because some of our teachers have attended summer workshops to certify in certain vocational areas, many of our students have the opportunity to receive Industry Based Certifications (IBC) and National Center for Construction Education and Research (NCCER) endorsements.

4. School Leadership:

The philosophy and mission statement of Anacoco High School—"AHS faculty and staff, as a community of learners, will provide every child with a rigorous and relevant education that will instill the necessary skills to become character oriented, well-rounded, productive citizens"—is an indicator that the faculty, staff, and student body are all dedicated to student success. In addition to these stakeholders, the Anacoco community is highly supportive with the same dedication as the school. The vision of AHS is to develop truthful and tolerant students who respect everyone, inspire others, and are prepared to excel in life. The community is familiar with the academic success that has become the norm for AHS through face-to-face communications, newsletters, the school website, school report cards, parent nights, student recognition ceremonies, and numerous other school to community events.

The administrators actively promote "teamwork" in the success of all stakeholders; therefore, an open door policy is clearly evident. The success of each student—academic, personal/social, and career goals—is the driving factor for the school. The administration promotes the embracing of the mission of AHS by every member of the faculty. The dedicated staff mutually shares and supports these adopted beliefs about the strength of teaching and learning at AHS. Instructional time is also clearly respected and protected at all times by the administration. The principal and assistant principal are usually the first people on campus and the last to leave. Their zeal for excellence and sincere leadership inspires the students and faculty to give their best each day. They are aware of their responsibilities to the school and community and perform these responsibilities successfully and energetically.

The AHS leadership team is made up of the principal, the assistant principal, the counselor, a classroom teacher, and a graduation coach to review and revise the school's action plan throughout the school year. The overall goal is to provide a safe learning environment conducive for all stakeholders. Because the school is a small rural school, the administration knows the students by name and communicates the importance of success to every student. Fostered by the administration's example, all school personnel mutually communicate to students and parents the high standards of excellence that AHS promotes.

Both administrators conduct classroom walk-throughs and teacher observations, attend School Building Level Committee conferences, facilitate data-driven PLCs and continuous professional development in-services, and monitor student academic progress and attendance. The school's purpose is posted in every classroom, on the website, on progress reports, report cards, student handbook, and every mode of communication that is sent to stakeholders. Committee meetings are held to provide intervention for at-risk students. All meetings with stakeholders are conducted with the school's statement of purpose evident.

Because both administrators were former Anacoco classroom teachers, they continuously support the rigorous classroom instruction that has been a part of the academic success. Signs posted in every classroom clearly indicate the administration's promoted academic expectation for all teachers and students: "Superior instruction in every classroom every day!" and "Every child deserves the finest teaching possible . . . every day!"

Part VI – INDICATORS OF ACADEMIC SUCCESS

The most significant factor that supports the overall success of our school and student performance is our dedicated and superior quality instruction. Anacoco teachers provide quality instruction every day in every class. Teachers clearly indicate the academic expectation for their students and hold themselves to the same expectations. Every administrator, teacher, and staff member is dedicated to student success. Our school's faculty has a team spirit of success and has embraced the school mission of excellence. Academic pride runs deep in the community where a large number of people in the community are graduates of AHS. The overall community also knows the successes that the school has achieved in the past and support the faculty and staff. People that move into the area choose to enroll their students based on the academic and athletic success for which AHS is known.

With a record history of excellent student performance, our school is determined to empower each and every child with the academic skills needed to meet the challenges of the 21st century. Our administrators, counselor, graduation coach, teachers, and paraprofessionals are data driven. It is their careful analysis of student performance throughout the school year that fuels the unity of accountability for the success of all students. Our instructional team views each child as a citizen in the making and work collectively to help each child become the most productive citizen that he or she can be. Entering into the lobby of our school, one cannot help but recognize this promotion of success from a massive trophy case displaying decades of academic and athletic success to the shadow boxes of exceptional students who embraced the challenge set forth by the mission of Anacoco High School--Achieve Higher Standards! Our alumni reflect a wide range of successful and highly productive citizens from heart surgeons to district attorneys to military officers to carpenters to most importantly, fellow educators. Several teachers today are graduates (or parents of graduates) of Anacoco High School and are vested in the school and community. The total teaching experience of teachers for the 2015-2016 school year is 583.5 years—an average of 21.61 years each; paraprofessionals' experience total 58 years—an average of 19.33 years each.

Our teachers not only align their instruction to meet every standard established by our district and state, but they also lift the bar of skills and content beyond the standards to require our students to strive beyond mastery to advanced in every area of the curriculum. By raising the bar, students are better equipped to face the challenges of the future. Our teachers utilize their mastery of the content as a foundation to provide instruction that is rigorous and relevant, yet, creative and enjoyable for our students. Teaching from bell to bell, our teachers are serious investors in the lives of all students. Our faculty views the success of each child as another step of success for our school's legacy.